

LOCKETT ELEMENTARY

1349 Dorange Rd.
Branchville, SC 29432

GRADES PK-6 Elementary School

ENROLLMENT 282 Students

PRINCIPAL Hercules Busby 803-274-8588

SUPERINTENDENT Dr. Sandra Tonnsen 803-534-8081

BOARD CHAIR Mr. Aaron Rudd 803-534-8081

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	49	43	2	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Average	N/A
2003	Good	Below Average	No
2004	Average	Below Average	Yes

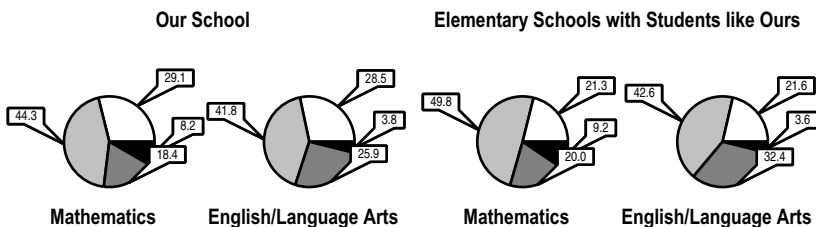
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

72.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	166	100.0	28.5	41.8	25.9	3.8	41.1	Yes	Yes
Gender									
Male	84	100.0	41.6	44.2	13.0	1.3	26.0		
Female	82	100.0	16.0	39.5	38.3	6.2	55.6		
Racial/Ethnic Group									
White	83	100.0	12.3	50.6	29.6	7.4	56.8	Yes	Yes
African-American	83	100.0	45.5	32.5	22.1	0.0	24.7	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	139	100.0	24.1	42.9	29.3	3.8	45.9		
Disabled	27	100.0	52.0	36.0	8.0	4.0	16.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	166	100.0	28.5	41.8	25.9	3.8	41.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	166	100.0	28.5	41.8	25.9	3.8	41.1		
Socio-Economic Status									
Subsidized meals	104	100.0	36.6	44.6	17.8	1.0	31.7	Yes	Yes
Full-pay meals	62	100.0	14.0	36.8	40.4	8.8	57.9		

Mathematics - State Performance Objective = 15.5%									
All Students	166	100.0	29.1	44.3	18.4	8.2	38.6	Yes	Yes
Gender									
Male	84	100.0	36.4	44.2	11.7	7.8	27.3		
Female	82	100.0	22.2	44.4	24.7	8.6	49.4		
Racial/Ethnic Group									
White	83	100.0	14.8	40.7	28.4	16.0	58.0	Yes	Yes
African-American	83	100.0	44.2	48.1	7.8	0.0	18.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	139	100.0	21.8	47.4	21.1	9.8	45.1		
Disabled	27	100.0	68.0	28.0	4.0	0.0	4.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	166	100.0	29.1	44.3	18.4	8.2	38.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	166	100.0	29.1	44.3	18.4	8.2	38.6		
Socio-Economic Status									
Subsidized meals	104	100.0	36.6	47.5	13.9	2.0	25.7	Yes	Yes
Full-pay meals	62	100.0	15.8	38.6	26.3	19.3	61.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	39	100.0	38.2	20.6	41.2	N/A	41.2
	Grade 4	36	97.2	20.0	45.7	34.3	N/A	34.3
	Grade 5	47	100.0	22.7	45.5	29.5	2.3	31.8
	Grade 6	44	100.0	34.1	43.9	17.1	4.9	22.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	42	100.0	34.1	34.1	26.8	4.9	31.7
	Grade 4	33	100.0	39.4	36.4	21.2	3.0	24.2
	Grade 5	41	100.0	26.8	58.5	14.6	N/A	14.6
	Grade 6	50	100.0	22.0	42.0	30.0	6.0	36.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	39	100.0	32.4	41.2	20.6	5.9	26.5
	Grade 4	36	100.0	16.7	41.7	30.6	11.1	41.7
	Grade 5	47	100.0	29.5	47.7	15.9	6.8	22.7
	Grade 6	44	100.0	34.1	48.8	7.3	9.8	17.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	42	100.0	34.1	53.7	9.8	2.4	12.2
	Grade 4	33	100.0	36.4	27.3	15.2	21.2	36.4
	Grade 5	41	100.0	29.3	51.2	17.1	2.4	19.5
	Grade 6	50	100.0	22.0	42.0	26.0	10.0	36.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 282)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.9%	Down from 2.9%	2.9%	2.7%
Attendance rate	96.6%	Up from 93.7%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.8%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.0%		3.7%	3.5%
Eligible for gifted and talented	12.0%	Up from 11.2%	13.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.6%	Down from 6.7%	9.3%	8.2%
Older than usual for grade	0.7%	Down from 1.3%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 22)				
Teachers with advanced degrees	36.4%	Down from 37.5%	50.0%	51.4%
Continuing contract teachers	100.0%	Up from 95.8%	89.2%	87.5%
Highly qualified teachers**	95.0%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	93.0%	Down from 97.0%	86.2%	86.7%
Teacher attendance rate	95.0%	Down from 95.7%	94.5%	94.9%
Average teacher salary	\$43,473	Up 2.9%	\$40,577	\$40,760
Prof. development days/teacher	8.2 days	Down from 13.9 days	12.5 days	12.4 days

School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 16.9 to 1	18.9 to 1	18.9 to 1
Prime instructional time	90.3%	Up from 85.8%	89.5%	90.0%
Dollars spent per pupil*	\$6,809	Down 5.6%	\$5,749	\$6,044
Percent of expenditures for teacher salaries*	65.1%	Down from 67.0%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	86.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Annually, Lockett Elementary School attempts to showcase the excellence of school pride and academic achievement by highlighting the positive and productive attributes accumulated over the past year.

The 2003-2004 school year was and is a year of reflection, many of the highlights can be seen as achievements for all of our students, parents, teachers, and community.

Our mission through the combined efforts of parents, teachers, students, and community stakeholders is one that is continuous, and will guide us to produce the best student possible.

The Lockett Elementary family, comprised of teachers, support staff, students, and administration work hard to fulfill the mission to symbolize excellence as the expectation of all students.

Last year Lockett scored "Good" on the absolute rating of PACT, and "Below Average" on the improvement rating on PACT, yet our scores were compatible to the district and the state scores. A SACS team will visit Lockett this coming Spring. We are preparing for the visit by completing the requirements for the review. Lockett has also been designated as a deregulated school for the past several years because of its test scores.

Lockett is a small rural school, located about 20 miles southeast of Orangeburg, near the town of Branchville. Branchville is a very quiet community which supports the school. Lockett has approximately 316 students, grades PreK4 through 6th grade. Small classes and a very dedicated staff make Lockett a school where learning is the focal point of all. Lockett has very active PTSO, SIC, Student Council, Teen Companion, and community support for its programs.

To assure academic success for all students, we have initiated a School Improvement Plan, academic enrichment, extended day program, an after-school skill center, provided a teacher assistant for those students needing additional help, provided summer school, and made frequent contacts with parents to get them involved with their children.

The programs that are being pursued or initiated are SCIP, Mental Health, Fellowship of Christian Athletes, Mentoring, Volunteers, and Parental Involvement programs.

We at Lockett think that students are our primary goal. The pursuit of excellence for all students, educating students in a very holistic manner, expecting all students to succeed to their best potential, and giving all from our dedicated staff to assure that all students become a positive contributor to society. We ask all stakeholders to join us and do what they can to make this a reality.

Hercules Busby, Principal
Jennifer Murph, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	21	46	37
Percent satisfied with learning environment	100.0%	97.8%	94.4%
Percent satisfied with social and physical environment	100.0%	91.3%	89.2%
Percent satisfied with home-school relations	76.2%	95.7%	67.6%

*Only students at the highest elementary school grade level at this school and their parents were included.